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ABSTRACT

This self-appraisal checklist was compiled by the Ohio Department of Education to assist Ohio teachers and administrators in their efforts to improve the total school program of industrial arts. The checklist is organized into seven major categories, which represent essential aspects of an industrial arts program. These categories are philosophy, organization and administration, class management and instruction, staff, curriculum, facilities and equipment, and evaluation. Within these seven categories, 155 items are contained, each item representing a criterion against which a school's program can be judged. Evaluative criteria are presented in the form of statements that describe attributes of school industrial arts programs. Each statement sets forth a condition that is deemed highly desirable for a quality program. An evaluator then may determine the extent to which each statement describes his/her program and rate it on a scale of 0-4. Possible scores for each category are included in the publication to provide a basis of comparison between the school and the ideal situation. The checklist can be useful to schools in surveying and assessing the existing industrial arts program and comparing it to a quality program as exemplified by the checklist. (KC)

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A Self-Appraisal Checklist for Industrial Arts in Ohio's Schools

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Introduction

The purpose of this self-appraisal checklist is to assist Ohio teachers and administrators in their endeavors to improve the total school program of industrial arts. The checklist was prepared by the Ohio Department of Education, Division of Elementary and Secondary Education, with valuable assistance from a committee of Ohio educators.

The checklist is organized into seven major categories which represent essential aspects of an industrial arts program. While the organization of the program, extent of facilities and activities available, staffing patterns, and other components of the program may vary widely among schools, the categories are represented to some degree in each school's program. The checklist, therefore, can be useful to any school in surveying and assessing the existing program and, in turn, comparing it to a quality program exemplified by the checklist items.

How To Use This Checklist

The *Self-Appraisal Checklist for Industrial Arts in Ohio's Schools* contains 155 items. Each item represents a criterion against which a school's program can be judged. Evaluative criteria are presented in the form of statements which describe attributes of school industrial arts programs. Each statement sets forth a condition which is deemed highly desirable for a quality program. The evaluator should read each statement carefully and determine as objectively as possible the extent to which the statement describes the school's program. This appraisal should be recorded by indicating the extent to which the evaluator believes that the statement describes the school's program.

A 4 rating for an item suggests that the stated attribute of the school's program is very satisfactory; a 3 rating indicates the attribute is satisfactory. A 2 rating may identify an aspect of the program which is borderline between satisfactory and unsatisfactory. A 1 rating suggests a need for program improvement, and 0 indicates that the stated attribute is missing from the program.

A *possible score* is given for each category and for the total program based upon a 4 rating for each statement. The *self-appraisal score* is the total of the ratings given by the evaluator and should be compared to the *possible score* to determine the status of each category and of the total program. The "Summary of Scores" and "Score Comparison Chart" should be used to make these comparisons.

When the checklist has been completed, needed program improvements should be identified on the basis of discrepancies between self-appraisal scores and possible scores. These needed improvements should be listed by categories. The list may then give direction to continuing efforts toward improving the quality of the industrial arts program.

1. Philosophy

Possible score: 100 *points*

Self-appraisal score: ____ *points*

Circle appropriate response:

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1.	There is available to all staff members a clear, written statement of the philosophy and principles upon which the industrial arts program is based.	4	3	2	1	0
2.	The industrial arts program is regarded as an integral part of the school's total educational program.	4	3	2	1	0
3.	Objectives for the industrial arts program include well defined outcomes for each learning experience including specific outcomes in the areas of:					
	a. Cognitive (knowledge and understanding)	4	3	2	1	0
	b. Psychomotor (motor skills)	4	3	2	1	0
	c. Affective (feelings, appreciation, and values)	4	3	2	1	0
4.	Staff members involved in the industrial arts program demonstrate a genuine concern for each student as an individual.	4	3	2	1	0
5.	The industrial arts program is designed to encourage each student to develop responsibility for his/her learning.	4	3	2	1	0
6.	The industrial arts program is designed to provide opportunities for the participation of all students regardless of sex, race, or handicap.	4	3	2	1	0

7.	The industrial arts program is designed to provide opportunities for students to develop an understanding of their industrial/technological environment.	4	3	2	1	0
8.	The industrial arts program is designed to provide opportunities for students to learn to effectively utilize their industrial/technological environment.	4	3	2	1	0
9.	Opportunities are provided that will enable the students to develop an understanding of industrial processes.	4	3	2	1	0
10.	Opportunities are provided that will enable the students to become involved in the practical application of the industrial processes.	4	3	2	1	0
11.	The industrial arts program provides opportunities for students to develop basic skills in the proper use of tools, materials, and equipment.	4	3	2	1	0
12.	The industrial arts program fosters the development of problem solving and creative skills.	4	3	2	1	0
13.	Career choices in all levels of employment in industry are nurtured through sound exploratory career oriented/motivated activities.	4	3	2	1	0
14.	The development of the student's self-confidence is an integral part of the industrial arts program.	4	3	2	1	0
15.	The development of the student's pride of accomplishment is an integral part of the industrial arts program.	4	3	2	1	0

16. Leadership abilities are developed through industrial arts student association activities. 4 3 2 1 0

17. Emphasis is continually placed on a departmental safety program. 4 3 2 1 0

18. Basic skills are reinforced by the integrated instruction in:

    a. reading 4 3 2 1 0
    b. writing 4 3 2 1 0
    c. mathematics 4 3 2 1 0
    d. speaking 4 3 2 1 0

19. Consumer awareness in the ability to select, care for, and use industrial products intelligently is a part of the industrial arts program. 4 3 2 1 0

20. Specific industrial arts goals and objectives are identified for each course offering. 4 3 2 1 0

2. Organization and Administration

Possible score: 100 *points Circle appropriate response.*

Self-appraisal score: ____ *points*

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. Industrial arts is available to all students. 4 3 2 1 0

2. The industrial arts program is reflective of the components of the adopted course of study. 4 3 2 1 0

3.	A locally developed curriculum guide is in use.	4	3	2	1	0
4.	Teachers of the various grade levels plan together to develop a sequential program in industrial arts.	4	3	2	1	0
5.	Teachers of the same grade level plan together to develop the industrial arts program at that level.	4	3	2	1	0
6.	Career and guidance information is evident in the industrial arts curriculum.	4	3	2	1	0
7.	The industrial arts program is coordinated with other school programs.	4	3	2	1	0
8.	Teachers, administrators, and students are involved in program development.	4	3	2	1	0
9.	Class size is determined with consideration for:					
	a. type of activity	4	3	2	1	0
	b. available space	4	3	2	1	0
	c. safety	4	3	2	1	0
10.	Class periods are of sufficient length to conduct laboratory activities.	4	3	2	1	0
11.	Adequate funds are available to support the industrial arts program.	4	3	2	1	0
12.	Time is provided for preparation and conferences for each teacher.	4	3	2	1	0

13.	The industrial arts teachers are involved in program planning for special needs students.	4 3 2 1 0
14.	The industrial arts program relies upon effective instructional techniques as evidenced by:	
	a. a variety of instructional techniques appropriate to instructional objectives.	4 3 2 1 0
	b. adjustment of instruction and materials to student needs, abilities, and learning styles	4 3 2 1 0
	c. a good balance between teacher and student-centered activities	4 3 2 1 0
	d. provision of opportunities for creative work	4 3 2 1 0
	e. encouragement of inquiry, problem solving, and independent and critical thinking	4 3 2 1 0
15.	A systematic safety evaluation is made in regard to:	
	a. facility	4 3 2 1 0
	b. machines	4 3 2 1 0
	c. equipment	4 3 2 1 0
	d. activities	4 3 2 1 0
16.	Appropriate instruction for special needs students is promoted through cooperative planning between special education, counseling, industrial arts, and other support personnel.	4 3 2 1 0

3. Class Management and Instruction

Possible Score: 112 *points Circle appropriate response:*

*Self-appraisal score:*___*points*

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1.	Students share in planning activities.	4	3	2	1	0
2.	Lesson plans which include instructional objectives are readily available.	4	3	2	1	0
3.	Lesson plans include specific provisions for individual differences among students.	4	3	2	1	0
4.	The attainment of appropriate social relationships are stressed.	4	3	2	1	0
5.	The attainment of good work habits are stressed.	4	3	2	1	0
6.	The program includes concepts which familiarize the students with management and production practices of industry that affect both workers and the production of physical goods.	4	3	2	1	0
7.	Students are encouraged to become involved in research and development activities.	4	3	2	1	0
8.	Career goals of students are identified and discussed as they explore possible vocational or career occupations.	4	3	2	1	0
9.	Field trips are provided which relate to laboratory experiences.	4	3	2	1	0

10.	Industrial arts students association activities are included as a part of the instructional program.	4 3 2 1 0
11.	Students take an active part in the safety program through:	
	a. safety demonstration	4 3 2 1 0
	b. solving safety problems	4 3 2 1 0
	c. poster making	4 3 2 1 0
	d. speaking and writing	4 3 2 1 0
	e. taking safety tests	4 3 2 1 0
12.	Community resources are used to supplement instruction.	4 3 2 1 0
13.	Teachers cooperate with the staff in other subject areas to provide more effective instruction.	4 3 2 1 0
14.	Current textbooks and reference materials are available.	4 3 2 1 0
15.	Audiovisual resource materials are used effectively.	4 3 2 1 0
16.	Evaluation is considered an integral part of the teaching-learning process.	4 3 2 1 0
17.	A continuous program of evaluation is used to determine if the students are achieving the established goals and objectives.	4 3 2 1 0
18.	Students participate in the evaluation process.	4 3 2 1 0
19.	Unbiased assessment procedures are utilized in evaluating students with individual differences.	4 3 2 1 0

20.	Individual progress is monitored and used for guidance purposes.	4 3 2 1 0
21.	Records made of each student injury in the laboratory are compiled and analyzed by the staff and administration regularly.	4 3 2 1 0
22.	Instructional strategies reflect students' individual learning styles.	4 3 2 1 0
23.	Resources are available for helping industrial arts teachers accommodate the needs of the handicapped and disadvantaged.	4 3 2 1 0
24.	Resources are available for helping industrial arts teachers accommodate the needs of the talented, able, and gifted.	4 3 2 1 0

4. Staff

Possible score: 56 *points*

Self-appraisal score: ____*points*

Circle appropriate response:

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1.	Properly certificated teachers are assigned for industrial arts instruction at all levels.	4 3 2 1 0
2.	Industrial arts teachers follow a plan for personal and professional growth through participation in:	
	a. reading professional literature	4 3 2 1 0
	b. graduate work	4 3 2 1 0
	c. workshops and conferences	4 3 2 1 0
	d. professional organizations	4 3 2 1 0

3.	The school has a formalized process of teacher evaluation that is agreed upon by staff and administration.	4 3 2 1 0
4.	Personnel who evaluate the industrial arts instructional staff have a knowledge of the industrial arts instructional program.	4 3 2 1 0
5.	The school or school system has a well organized inservice education program for improving the quality of instruction in industrial arts classes.	4 3 2 1 0
6.	Industrial arts teachers share ideas and methods through formal and informal meetings.	4 3 2 1 0
7.	Teachers show great concern for the worth and dignity of all students.	4 3 2 1 0
8.	Industrial arts teachers are aware of and knowledgeable about vocational programs available to their students.	4 3 2 1 0
9.	The industrial arts teachers are prepared to eliminate sex bias and sex-role stereotyping in the industrial arts program.	4 3 2 1 0
10.	Industrial arts teachers are trained to provide experiences for special needs students.	4 3 2 1 0
11.	The industrial arts teacher has a professional development plan for keeping teaching competencies current.	4 3 2 1 0

5. Curriculum

Circle appropriate response:

Possible score: 80 *points*

Self-appraisal score: ___ *points*

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1.	The industrial arts program is broad in scope and has been developed to include experiences in the cluster areas of:					
	a. manufacturing	4	3	2	1	0
	b. construction	4	3	2	1	0
	c. transportation	4	3	2	1	0
	d. communication	4	3	2	1	0
	e. energy/power systems	4	3	2	1	0
	f. services	4	3	2	1	0
2.	The curriculum is specifically structured to meet the needs, interests, and abilities of the students.	4	3	2	1	0
3.	A course of study committee gives annual consideration to needed revisions in the program and makes appropriate adjustments.	4	3	2	1	0
4.	The course of study is formally revised at least every five years.	4	3	2	1	0
5.	There is a current course of study for industrial arts prescribed by the board of education of the school district and approved by the State Board of Education.	4	3	2	1	0
6.	The curriculum is consistent with the stated purpose and philosophy of the school.	4	3	2	1	0

7.	A portion of each program is designated for the development of leadership through the activities of student organizations.	4 3 2 1 0
8.	Industrial arts courses are of sufficient duration to allow students adequate contact with the subject matter per:	
	a. class period	4 3 2 1 0
	b. course length	4 3 2 1 0
9.	Teachers from various grade levels and buildings plan together to develop a sequential program in industrial arts.	4 3 2 1 0
10.	When developing new programs in industrial arts, stated goals reflect:	
	a. state curriculum developments	4 3 2 1 0
	b. national curriculum developments	4 3 2 1 0
11.	Specific emphasis is placed upon developing problem solving activities involving:	
	a. industrial materials	4 3 2 1 0
	b. industrial processes	4 3 2 1 0
	c. industrial products	4 3 2 1 0

6. Facilities and Equipment

Possible score: 112 *points*

Self-appraisal score: ___ *points*

Circle appropriate response:

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1.	The industrial arts facilities are adequate to attain the goals and objectives of the instructional program.	4	3	2	1	0
2.	The industrial arts facilities provide sufficient work stations and space to accommodate the enrollment.	4	3	2	1	0
3.	There is adequate project storage.	4	3	2	1	0
4.	Space has been provided for adequate materials storage including long and short stock.	4	3	2	1	0
5.	There is a finish room with a proper exhaust system and explosion proof lights, switches, and electrical outlets.	4	3	2	1	0
6.	There are adequate display areas.	4	3	2	1	0
7.	There is a planning area available to all laboratories.	4	3	2	1	0
8.	There are sufficient utilities including water, electrical outlets, gas, and compressed air.	4	3	2	1	0
9.	There is adequate space for proper tool storage.	4	3	2	1	0
10.	The facility includes controls for artificial and natural light.	4	3	2	1	0
11.	There is sufficient storage for instructional materials, supplies, and equipment.	4	3	2	1	0
12.	There is a central dust removal system available.	4	3	2	1	0

13.	There are proper exhaust systems in all areas where toxic fumes or gases are produced.	4	3	2	1	0
14.	Equipment and machines are in good working condition and are representative of industrial equipment.	4	3	2	1	0
15.	Multimedia instructional materials and equipment are available as needed.	4	3	2	1	0
16.	Provisions are made to eliminate slippery floors.	4	3	2	1	0
17.	Rags and combustible materials are stored in approved fire resistant containers or cabinets.	4	3	2	1	0
18.	Safety zones are marked around machines and potentially hazardous areas.	4	3	2	1	0
19.	All equipment and machines are provided with appropriate guards and safety devices which are utilized.	4	3	2	1	0
20.	Proper eye protection devices are provided and utilized.	4	3	2	1	0
21.	A sanitizing station is provided for eye protection devices.	4	3	2	1	0
22.	Each laboratory has a master electrical cutoff device.	4	3	2	1	0
23.	Adaptations are made to facility or equipment barriers which promote a least restrictive learning environment for the handicapped.	4	3	2	1	0

24.	All non-portable machines are securely anchored to the floor.	4 3 2 1 0
25.	Approved fire extinguishers of proper type are located in strategic areas and are checked or recharged within the year.	4 3 2 1 0
26.	The fire alarm system is audible when the laboratory is in full operation.	4 3 2 1 0
27.	The facility allows for ample security for tools, materials, and projects.	4 3 2 1 0
28.	Generally, timelines are developed for implementation of corrective action to resolve unacceptable conditions.	4 3 2 1 0

7. Evaluation

Possible score: 60 *points*

Self-appraisal score: ___*points*

Circle appropriate response:

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1.	There is a system for reporting student progress.	4 3 2 1 0
2.	Efforts are made to ensure that the student grading system is:	
	a. effective	4 3 2 1 0
	b. understood by the students	4 3 2 1 0
	c. understood by the parents	4 3 2 1 0

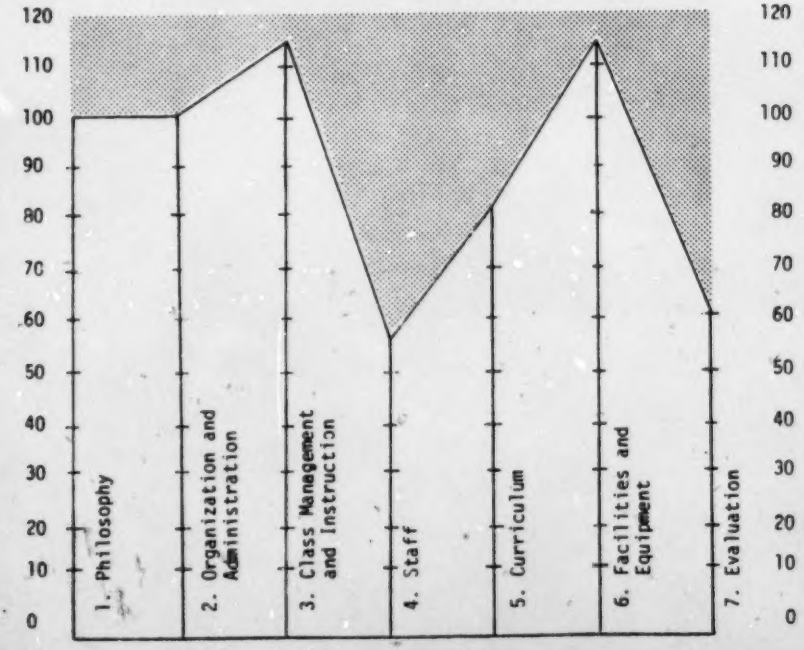
3.	Interim reports are used to keep parents informed of student progress.	4 3 2 1 0
4.	A separate set of evaluative procedures is used to assess special needs students when appropriate.	4 3 2 1 0
5.	The criteria for evaluation are directly related to the instructional objectives.	4 3 2 1 0
6.	Evaluation criteria are clearly communicated to the students at the beginning of each unit of study.	4 3 2 1 0
7.	Competency based evaluation procedures are used when appropriate.	4 3 2 1 0
8.	Annual evaluations are made of:	
	a. course goals and objectives	4 3 2 1 0
	b. laboratory facilities	4 3 2 1 0
	c. instructional methods	4 3 2 1 0
	d. teacher effectiveness	4 3 2 1 0
	e. tools and equipment	4 3 2 1 0
9.	Evaluations by students of the content and instruction of each industrial arts course are scheduled annually.	4 3 2 1 0

SUMMARY OF SCORES

		Possible Score	*Self-Appraisal Score*
1.	Philosophy	100	_____
2.	Organization and Administration	100	_____
3.	Class Management and Instruction	112	_____
4.	Staff	56	_____
5.	Curriculum	80	_____
6.	Facilities and Equipment	112	_____
7.	Evaluation	60	_____
	Totals	620	_____

SCORE COMPARISON CHART

The dots and connected line on the graph below indicate the highest possible summary of scores. Chart your self-appraisal scores to determine strong and weak areas of your school's industrial arts program.



SUMMARY OF NEEDED IMPROVEMENTS

1. Philosophy

2. Organization and Administration

3. Class Management and Instruction

4. Staff

5. Curriculum

6. Facilities and Equipment

7. Evaluation

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